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ABSTRACT

The purpose of the Salish Koontenai College (SKC) Project for Recruitment and Retention of Native Americans in Associate Degree Nursing was to increase the numbers of Native American registered nurses providing health care to the Native American population of Montana and the northwest mountain states. Recruitment and retention efforts targeted Licensed Practical nurses (LPNs), non-traditional adult learners, second career students, and high school and middle school students on reservations in rural Montana and the northwest mountain states. Project results included the following: (1) of the 11 LPN's who were identified throughout Montana reservations, 3 completed requirements for advanced standing, were admitted into the second year of Associated Degree Nursing classes, and graduated in June 1991, 2 entered first year classes and will graduate in June 1992, 4 completed prerequisites and will be admitted in fall 1991, and two will be admitted in fall 1992; (2) of the 75 adult learners identified and recruited from Montana reservations, 25 were attending SKC as pre-nursing students, 28 were attending other tribal colleges as pre-nursing students, and 16 will be admitted to SKC in fall 1991; (3) 30 Native American students from grades 4 through 12 attended a one-week Health Careers summer program LPNs who on the SKC campus; and (4) factors identified as most critical to successful recruitment and retention of the target population included intensive orientation and monthly to bi-monthly followup. The project budget, promotional flyer, and brief news articles about the project are included. (PAA)

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Salish Kootenai College
Project for Recritment and Retention
of Native Americans
in Associate Degree Nursing
Final Report

Jacque Dolberry
Project Director

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PURPOSE

The purpose of the Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing was to increase the numbers of Indian registered nurses providing health care to the Indian population of Montana and northwest mountain states. Recruitment and retention efforts targeted Licensed Practical nurses, non-traditional adult learners, second career students, and high school and middle school students on reservations in rural Montana and northwest mountain states.

GOALS AND OBJECTIVES

During the 1990-1991 project year the following goals and objectives were achieved:

GOAL 1: Identify prospective Indian students for nursing preparatory, pre-nursing, and nursing curricula.

Objective 1: Identify ten (10) Licensed Practical Nurses throughout Montana reservations.

Eleven (11) LPN's were identified, five (5) Indian and six (6) non-Indian. Three (3) completed requirements for advanced standing, were admitted into the second year classes and graduated June 1991. Two (2) entered first year classes and will graduate June 1992. Four (4) completed prerequisites and will be admitted to Fall 1991 classes. Two (2) will be admitted to Fall 1992 classes.

Objective 2: Identify forty (40) adult learners throughout Montana reservations.

Seventy-five (75) prospective adult Indian students were identified and recruited. Six (6) were admitted to Fall 1991 classes. Sixteen (16), one male have been admitted to Fall 1991 classes. Twenty-five (25) are attending SKC as pre-nursing students. Of these pre-nursing students, two (2) are male. Twenty-eight (28) students are attending other tribal colleges throughout Montana as pre-nursing students. It is anticipated that the Fall 1992 class will be comprised of 90-95% Indian students.

Objective 3: Identify ten (10) high school and middle school students on the Flathead Reservation.

Thirty (30) Indian students from grades 4 through 12 attended a one week Health Careers summer program on the SKC campus. They indicated a desire to continue activities during the academic year and recommended expansion of the program next summer.

GOAL 2: Retain identified Indian students into nursing preparatory, pre-nursing, and nursing curricula for one year.

Objective 1: Retain five (5) Licensed Practical Nurses preparing for admission to nursing at SKC or other tribal colleges.

All eleven (11) students recruited have satisfactorily completed coursework and will continue classes in the fall. The three (3) students who graduated in June are now working as graduate nurses on the Flathead Reservation.

Objective 2: Retain twenty-five (25) adult learners enrolled in nursing preparatory, pre-nursing, and nursing curricula at SKC or other tribal colleges.

100% of the eleven (11) Indian students enrolled in first and second year completed nursing coursework in 1990-1991. Twenty (20), or 80%, of the pre-nursing students satisfactorily completed coursework with a "C" or better. Students receiving less than "C" grades have been retained and will continue with pre-nursing classes next year.

Objective 3: Retain five (5) high school and middle school students on the Flathead Reservation enrolled in math and science classes and nursing orientation workshops.

All middle school and high school students attending the summer program are enrolled in math and science classes. One student will attend SKC to complete GED requirements.

ACTIVITIES

Project Activities were carried out by the Nursing Program Director, a Nurse Recruiter, and Program Mentor. We were unable to hire a Recruiter and Mentor until the middle of the grant year. The Program Director implemented recruitment activities until that time. Consequently, some activities were postponed and/or are yet to be completed. In spite of these delays, the response to our recruitment efforts is overwhelming. "Word-of-mouth" publicity is now as effective as organized media marketing.

Activities focused on increasing the awareness of nursing and nursing education at Salish Kootenai College. Methods included production and distribution of recruitment materials, development of a network of resources for students regarding nursing careers, and direct student contact by Salish Kootenai College staff. Coordination of academic financial aid packages, support services such as food stamps, family assistance/welfare, child care, housing, and transportation was an integral part of project activities. The Nurse Recruiter and Mentor were instrumental in these activities.

Because of the late start date, the Recruiter was unable to travel to all reservations in Montana. As an alternate activity, grant travel funds were used to bring prospective students and college pre-nursing advisers to Salish Kootenai College in January for a workshop, "Pathways To Health Education". See the attached brochure. The workshop offered separate tracks for students and advisers/counselors. The Nursing Director presented on nursing careers, nursing education, and how to prepare for health occupation programs. SKC Financial Aid staff presented on the planning, budgeting, and applying for financial aid. A guest speaker provided information on the process to apply for IHS scholarships. Thirty-five (35) students and ten (10) advisers from six reservations attended the workshop.

Retention activities included development of a network of advisement, counseling, and monitoring. Brown bag luncheons, nursing student organization meetings, and small group and one-on-one mentoring were ongoing successful in building a supportive environment. Two nursing students were funded to assist in recruitment and retention activities. A six week enrichment program for five pre-nursing and nursing students was piloted in July and August 1990. Funding will be sought to expand the class in the future. A comprehensive listing of activities follows on page 5.

BUDGET

A copy of the computer printout for the budget is attached. Funding covered utilization of nursing students as peer advisors, travel expenses bringing students and advisers to the Pathways to Health Education Workshop, printing of posters and brochures, advertisements in newspapers and pow-wow bulletins, postage and copying for recruitment activities, refreshments and meals for information sessions and youth program, videotape production, TV/VCR player and earphones, and camera.

EVALUATION

The effectiveness of the Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing is to be evaluated in terms of process and outcome. Student feedback, written and oral, was positive. Students provided many suggestions for activities in the coming year. Copies of materials developed and distributed were kept. Records documenting all activities, materials developed and distributed, the contacts, and student participation in activities are kept in the Nursing Department. Students utilized the services of the Recruiter and Mentor to assist in problems of transportation, child care, funding difficulties, family violence, housing, health care, and as an occasional "shoulder to cry on".

Marketing techniques which proved most valuable were:

1) contact with pre-nursing advisers, counselors, and key staff members at tribal colleges and Indian Health Service facilities.
2) attractive brochures and posters.
3) the Pathways Workshop bringing students on campus

However, the factors most critical to a successful recruitment of this target population of students are:

1) intensive orientation to the personal, financial, and academic realities of nursing education.
2) follow-up, monthly to bi-monthly, to identify and intervene with potential problems before students become discouraged.

POST-PROJECT PLANS

The long range goal of the college is to admit, enroll, and graduate twenty-five Indian students each year, totaling fifty students in the nursing program. With the present rate of success, this goal will be achieved within the next few years. We plan to assist other tribal colleges in replicating the recruitment and retention network. Funding is being sought to expand the summer programs for youth and adult students.

Nursing Department staff have shared the results of the Project at presentations such as the AACJC Convention in Kansas City, the Nursing Education '91 Conference in San Francisco, and the National Indian Nursing Student Conference in Yakima, Washington. We plan to submit abstracts to present at the National League for Nursing, Associate Degree Council Conference in Phoenix in 1992. Salish Kootenai College has been selected to host next years Indian Nursing Student Conference which include inservice for nurse educators on Indian nursing education. The Project Director is writing an article to be submitted for publication.

ACTIVITY LIST DETAIL

GOAL 1: Identify prospective Indian students for nursing preparatory, pre-nursing and nursing curricula.	**Out-come**
1. Develop recruitment brochures and posters for distribution	100%
2. Produce a 10-15 minute video program for distribution at recruitment activities	50%
3. Distribute recruitment materials to high schools, the ten tribal colleges, vo-ed practical nursing programs, Indian Health Service and non-IHS health care agencies on or in close proximity to reservations in the mountain and NW states.	100%
4. Develop public service announcements, press releases, and feature articles to be distributed to reservation radio/TV stations, newspapers, and news-letters sponsored by educational and health-related service organizations.	100%
5. Identify a cadre of educators, nurses, and other health professionals in middle, schools, high schools, tribal colleges, vo-ed practical nursing programs and health care agencies to counsel prospective students.	100%
6. Arrange informational meetings about nursing careers and nursing education for counselors and science teachers in Flathead Reservation high schools and middle schools.	100%
7. Arrange for presentations about the program at regional conferences and meetings sponsored by key educational and health-related organizations serving Indian populations.	100%
8. Arrange "pizza lunches" to provide information to Flathead Reservation high school and middle school students interested in nursing.	post-poned
9. Offer "nursing information seminars" on the SKC campus quarterly for adult learners.	100%
10. Offer "nursing information seminars" on ten Montana and regional reservations vations twice yearly.	40%
11. Implement a communication and monitoring system to maintain contact with prospective Indian students on a monthly to bimonthly basis.	100%
12. Pathways to Health Education workshop for students and advisers.	100%

GOAL 2: Retain identified Indian nursing students in nursing preparatory, pre-nursing, and nursing curricula for one year.	
1. Develop pre-nursing articulation agreements with other tribal colleges.	50%
2. Develop ADN to BSN articulation agreements with four year colleges.	50%
3. Develop and distribute a detailed information guide for financial aid, housing, and community social support services to prospective students.	100%
4. Provide tutors for nursing preparatory, pre-nursing, and nursing students.	100%
5. Assign advisers for nursing preparatory, pre-nursing, and nursing students.	100%
6. Implement a bi-weekly retention monitoring system for SKC nursing preparatory, pre-nursing, and nursing students.	100%
7. Offer on campus nursing orientation workshops for Flathead Reservation high school and middle school students, to include "Spend a Day with a Nurse-on-the-Job", learning selected nursing skills, computer exploration of nursing careers, math, and science skills.	100% summer
8. Offer independent study courses in Special Topics for Licensed Practical Nurses.	post-poned

9.	Pilot a non-credit summer program for five pre-nursing and nursing students for enrichment and/or remediation.	100%

Salish Kootenai College
Account Availability Report Ending 07/31/91
Options - Available/Met/Exceeded Budget

Fiscal Year: 1991

GRANT: 63 - AACJC Nursing Recruit

GL Account	Description	Allocated Budget	Actual	Encumbrances	%Committed	Available
28-63-1310-51601-00	Tutors/Peer Advisors : N/A	600.00	510.00	0.00	85.00	90.00
28-63-1310-52100-00	Fringe Benefits : N/A	0.00	50.88	0.00	0.00	50.88-
28-63-1310-53100-00	Budget Travel Exp : N/A	2,250.00	0.00	0.00	0.00	2,250.00
28-63-1310-53102-00	Employee Auto Exp : N/A	0.00	1,299.75	0.00	0.00	1,299.75-
28-63-1310-53106-00	Meals/Per Diem : N/A	0.00	134.00	0.00	0.00	134.00-
28-63-1310-53107-00	Lodging : N/A	0.00	860.65	0.00	0.00	860.65-
28-63-1310-53250-00	Printing : N/A	2,500.00	1,113.88	200.00	52.56	1,186.12
28-63-1310-55109-00	Other Office Supp : N/A	400.00	526.56	181.20	176.94	307.76-
28-63-1310-55301-00	B/S Meeting Expense : N/A	500.00	619.90	0.00	123.98	119.90-
28-63-1310-56400-00	Advert/Promo Expense : N/A	2,000.00	1,349.97	748.60	104.93	98.57-
28-63-1310-57101-00	Equipment : N/A	800.00	379.65	1,091.00	183.83	670.65-
Totals for GRANT: 63 - AACJC Nursing Recruit		9,050.00	6,845.24	2,220.80	100.18	16.04-

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of

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of western Montana

Financial aid, childcare, tutoring, counseling, social and cultural support services

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For program information, contact:

Nursing Department
Salish Kootenai College
P.O. Box 117
Pablo, MT 59855
(406) 675-4800

THREE PICTURES REMOVED FROM DOCUMENT

1) Nurse
2) Nurse with Patient
3) College Conference Display

"Share the Vision" is theme of SKC Nursing Education Workshop

by Diana Christopher-Cote

PABLO - "Share the Vision" was the theme of the Salish Kootenai College sponsored Nursing Education Workshop here on campus, Jan. 18 and 19. The workshop was an activity of SKC's "Pathways to Indian Nursing Education Project" funded by the Indian Health Service. Guest speaker, Julie Serstad, said that Indian nurses are in great demand. She advised students that it is important to start now in preparing for a nursing career. SKC's Nursing program director Jackie Dohlberry said there are all kinds of jobs in nursing and "if you can't stand the sight of blood" there are careers such as working with machines, or with the elderly.

"There has been a tremendous nursing shortage nationwide with a 14% vacancy" says Dohlberry and she added, "Five years from now you are going to be the leaders. There are only .3% and less who are Indian nurses and on this reservation alone there are only 4 Indians who are nurses."

Dohlberry listed these reasons why Indian nurses are so important: to the nursing profession they act as competent care-givers to reduce the nursing shortage; to themselves and their families they serve as a role model for a healthy lifestyle; to the client and patient they provide culturally sensitive care; to the non-Indian health professional they serve to interpret Indian health values; and to the Indian community they act as a role model and leader in meeting health care needs.

The objectives of the workshop were to identify the criteria and process for writing an effective Indian Health Service Scholarship application, to identify key factors to consider when planning a health occupation education, and identify funding resources and budgeting for health careers.

Workshops were addressed through the theme "Share the Vision" with an underlying Indian cultural theme utilizing the sacred number four in describing a holistic approach to nursing as a career. One is the physical which is the care taking of self and environment; two is the mental which is geared toward life long learning; three is the spiritual which is the unity of being; and four is the emotional which is growth as an individual and community member.

Included in the workshop was an overview of nursing careers, levels of nursing education, factors to consider in selecting the right program, preparing for a nursing or health occupation program, and an overview of the Indian Health Service.

At SKC, upon completion of the nursing program, a student will receive an Associate Degree Nursing certificate which allows them to take the state boards for a Registered Nurse degree. The nursing program at SKC is a two-year program with audio-visual equipment, and an extensive care lab to practice skills. The classes are kept small--approximately 25 students, and clinical experience is valuable in all areas of care.

The nursing program education workshop ended with a beach party dance-a-thon in the Michele building.

SKC students awarded

PABLO — Nine Salish Kootenai College students came away from the recent American Indian Higher Education Consortium (AIHEC) conference in Wisconsin with an armload of awards.

Debbie Demarais beat out three male candidates for the job of national president of the AIHEC student congress, which represents over 12,000 students attending 27 tribally controlled college across the country.

"I feel really honored to have been elected and look forward to being an active president," she said.

Fellow student Tina Begay competed against 16 others to win Miss AIHEC honors — in spite of the fact that the others were all dressed up for the interviewing, while she was hot and sweaty from nine volleyball games in a row, she said.

Selection was based on an essay and interview about school and community involvement and education and career goals.

Next, the two women were chosen as Outstanding Indian Student of the Year (a total of ten students were named), each earning a $200 scholarships from the American Indian College Fund and a plaque.

Sportswise, the SKC basketball team came in second, while the volleyball team placed third.

The only disappointment was not winning the academic bowl. Placement officer Lois Slater said the team, which had 16 books to study beforehand, won its match but not with enough points to make it to the final round.

Attending and competing at the conference in addition to Begay and Demarais were Nadeen Dumontier, Reyna Sylvester, Winona Williams, Val Costilla, Michaelanne Stasso, Diana Woodenlegs, and Marion Shields.

Staff members attendees were Lois and Jerry Slater, Bob Fouty, LaDonna Fowler, Barb Landstrum, Julie Serstad, Cleo Kennille, Janet Wilburn, Joyce Silverthorne, and SKC President Joe McDonald, who is also AIHEC president this year.

NURSING PROGRAM at Salish Kootenai College in Pablo hosted a two-day "Pathways to Health Education" workshop last week. Guest speakers included Debbie Demaris, Randy Morigeau, Ernie Bighorn and nursing program director Jacque Dolberry.

Locke addresses nursing conference

by Diana Christopher-Cote

PABLO - Pat Locke, guest speaker at the Salish Kootenai College "Share the Vision" nursing conference, Jan. 18 reminded participants that education of people from Indian nations is a trust responsibility of the U.S. Government based on 110 treaties. She told teachers and advisors in a special workshop, "We have to educate congress to let them know we are not minorities, and we are not Native Americans, but we are Indian nations with treaty rights to education." She discussed the differences in the Indian and non-Indian cultures and said, "We have to know the white values and we can teach them as skills but they cannot be internalized. It isn't right to put those values on Indian people."

To emphasize this she described the differences between the two cultures. The white culture promotes the values of mercantilism, individualism, and acquisitiveness, she explained while the Indian culture values generosity, compassion, wisdom seeking, and bravery. These Indian values always center around the extended family and the Indian individual has an obligation to that.

She told those in attendance that Indian people now have a better chance at getting the Indian Health Service scholarships because the committee of 17 individuals who read the applications are all from Indian nations and they know where Indians are coming from.

She stressed the need for more Indian people to work in the health care professions so that "We can remove the frightened look from our own people whenever they have to go to a hospital." The frightened look she described as a deer about to be shot.

T LOCKE FROM MOGRIDGE, SD is a member of the AD HOC C . She is telling teachers and advisers the "how tos" of obtainin holarship. PHOTO: Diana Chri

She informed everyone that the lian Health Service scholarships ll be out in March and should be k into the main office by mid- ril in order to have them ready the end of May of early June. wever, she added, a person uldn't be discouraged if they s the deadline. "This past year ersons were accepted as late as tember 30 to take the place of the people who decided no their award."

The only requirement f awards is that the individ back one year of service f year they receive a sch This requirement, she hop be spent on their own people. She wants to see when Indians will be taking Indians in the health care fie

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